

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ACH



Tennessee Comprehensive Assessment Program  
Achievement Test ~ Grade 8  
Practice Test  
Version B



The Pearson logo consists of the word "PEARSON" in a white, bold, sans-serif font, centered within a solid black rectangular background.

PEARSON

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# Introduction

## **What is the TCAP Achievement Test?**

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies . The questions in this practice test are examples of items used in the actual test .

## **What are the questions testing?**

Questions are written to test student performance in state content standards . The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education . These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml> .

## **Who will be tested?**

All students in grades 3 through 8 will be tested .

## **How long will the tests take?**

The length of the tests will vary, depending on the grade level . The time limits are generous and allow most students time to finish . Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations .

## **How will the tests be scored?**

The test answers will be machine scored . Results from the test provide information about how well students performed on the content being tested .

## **May calculators be used?**

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3-8) as per system policy .

## **Which test accommodations may be used?**

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program . Certain conditions must be met for students to be eligible for Special and ELL accommodations .

## **What is the purpose of the practice test?**

In a classroom learning session, these questions can be used to prepare students for the actual test . Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered . This practice test can also be used to inform parents of the type of test their children will be taking .

## **Here are some tips for preparing students for the test.**

Remind students to:

**Relax**: It is normal to be somewhat anxious before the test . Remember that the score is only one of a number of measures of performance .

**Listen**: Listen to and read the test directions carefully .

**Plan Use of Time**: First, answer all the questions you are sure about . Do not spend too much time on any one question . If a question seems to take too long, skip it and return to it later if you have extra time .

**Pause and Think**: If you are not sure how to answer a question, carefully read it again . Rule out answer choices that you know are incorrect and then choose from those that remain .

# Reading and Language Arts



## Part 1

**Directions** Read the poem. Then answer Numbers 1 through 4.

### Bridges

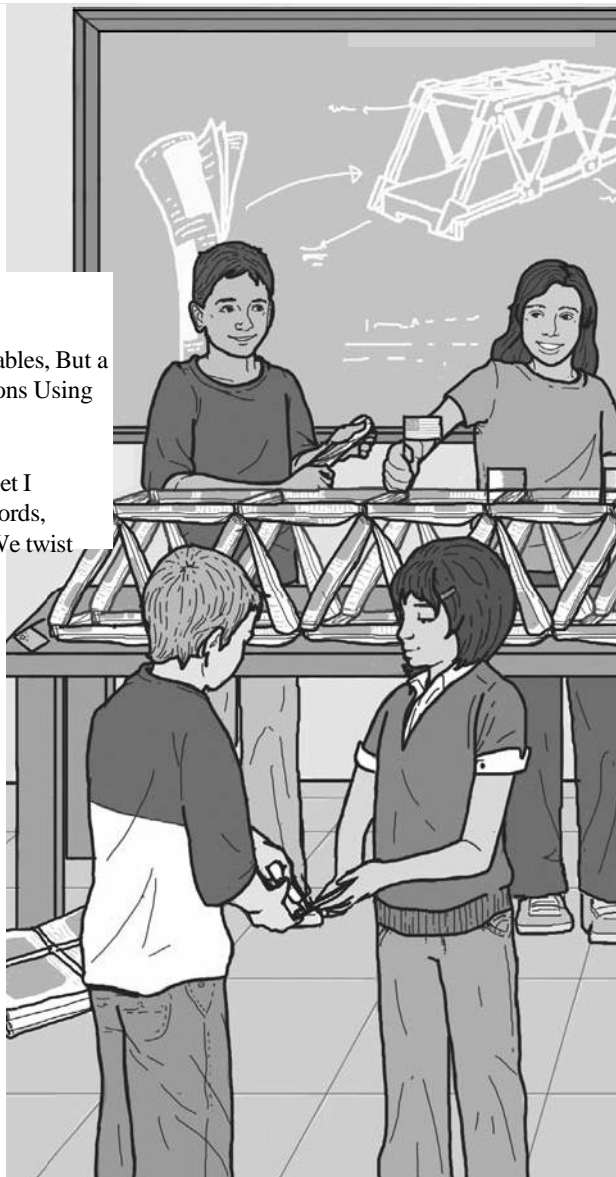
LeLe brings the chopsticks,  
Lars provides the glue,  
Bassim twists sheets of newspaper,  
And I cut cornhusks into flags  
5 that fly on toothpick poles.

We are building bridges in science class,  
Gathering supplies from homes so different that  
We seem to be from different planets.  
We are not only building a bridge between our tables, But a  
10 bridge to span the great gulf between our traditions Using  
objects that unite us in a shared cause.

Bassim's Arabic newspaper swirls with an alphabet I  
cannot read, unrolling soft waves of scrolling<sup>1</sup> words,  
Words his family learned while living in Qatar. We twist  
15 the pages into long cables  
And bind them into bundles  
Around chopstick bones.

LeLe's chopsticks are long and strong  
Each printed with a line of good luck  
20 In green Chinese characters,  
Strong beams wishing our wobbly bridge  
A long, strong life.

I shape the bridge over the span  
While Lars coats it with homemade glue —  
25 Family secret from his grandmother in Sweden.  
And as it dries, our bridge is stronger  
Than anyone could have imagined.



<sup>1</sup> scrolling: curving

Go On ►

30 I place tamale-wrapper flags,  
Representing my Mexican heritage,  
Along the edge of the beams,  
Symbols of our desire  
to span the differences between us,  
Like a bridge connects places.

35 Our teacher tests our bridge,  
Balancing books —  
science, math, history, English —  
Across the span.  
Our bridge does not break,  
And neither do our ties.

**1 Read Lines 28 and 29.**

I place tamale-wrapper flags,  
Representing my Mexican heritage,

**What does the underlined word mean?**

- A the description of a specific country
- B the ability for creative thinking
- C one's cultural background
- D one's desire for strength



**2 Read this analogy based on the poem.**

Newspapers are to cables as chopsticks are to \_\_\_\_\_.

**Complete the analogy.**

- A beams.
- B poles.
- C flags.
- D ties.

**3 The bridge the students are creating becomes a symbol of**

- A their desire for happy and successful lives.
- B the relationship that develops between them.
- C their interest in designing and building structures.
- D the confidence they feel in their final project.

**4 Read Lines 21 and 22.**

Strong beams wishing our wobbly bridge A  
long, strong life.

**In these lines, the beams are personified to**

- A compare them to bones.
- B illustrate the size of the bridge.
- C exaggerate the role of good luck.
- D emphasize their purpose.

Directions Read the website. Then answer Numbers 5 through 7.

Address: <http://www.InPursuitofFruit#.com>

**InPursuitofFruit#.com**  
**Dedicated to creating recipes from fruit**  
Brought to you by Valley Middle School's Fruit Pursuit Club

**This Month's Project:**  
**Jam 'n' Jelly**

**Fruity Recipes**

**Delectable Fruit Recipe of the Month**

**Join the Fruit Pursuit Club!**

**Contact Us**

**Club Mission Statement:** We promote growing, enjoying, and cooking with seasonal fruits as a means to a healthier lifestyle.



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**This Month's Project: Jam 'n' Jelly**

This month, the club members are learning to make jelly, jam, marmalade, and preserves. Making these delicious treats and canning the jams and preserves is a great way to savor fruit when it is no longer in season. A jar of homemade jelly is a great gift too.

**Jam 'n' Jelly Definitions and Facts:**

- **Canning** is the process of preserving foods, like jams and jellies, in jars. We use jars, not cans, but the term is still "canning".
- **Jelly** is made from the juice of fruit, and because of this, it tends to be bright and clear. Jelly retains the color of the fruit that is used, though.
- **Jam** is made from whole fruit that has been crushed and cooked. It usually has a thicker consistency than jelly.
- **Marmalade** is a jelly made from citrus fruits, usually oranges. Marmalade typically has very thin slices of the peel suspended it as if hanging by invisible strings.
- **Preserves** are made by cooking fruit with sugar. The finished product will have pieces of soft fruit in it.



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**Fruity Recipes**

**Try our favorite links to other fruity recipes using canned jams and jellies:**

**Bananas Foster:** Cooked bananas flavored with cinnamon and served a la mode (with ice cream)

**Blueberry Buckle:** Cake with lots of blueberries and a brown-sugar topping

**Jam-Tastic Summer Salad:** Fruit salad with a dressing that uses jam as an ingredient

**Peach Cobbler:** Cooked peaches flavored with vanilla and topped with a pastry crust

Address:

### Delectable Fruit Recipe of the Month

**Since we are making jam and jelly this month, we have found many recipes that use these ingredients. Try this enjoyable recipe for raspberry jam thumbprint cookies!**

1. Make our basic cookie dough. [Click here](#) for our simple cookie dough recipe.
2. With a spoon, scoop a glob of dough the size of a small rubber ball.
3. Place the dough onto an ungreased cookie sheet about two inches apart.
4. Once you have the cookies placed on the sheet, use the spoon to flatten them, leaving small indentations in the middle.
5. Place about half a spoonful of raspberry jam in each "thumbprint."
6. Bake at 375 degrees for about 8 minutes.



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Note: These simple and delicious cookies show off the jams and jellies we have made. Raspberry is the classic jam for these, but you can use blueberry preserves, citrus jelly, or even apple butter with a dash of cinnamon.

### Join the Fruit Pursuit Club!

**Meetings:** Every Tuesday at 3:30 P.M.

**Where:** The middle school kitchen

**Faculty Advisor:** Mrs. Carmody

We learn about ways to grow and use seasonal fruits for salads, desserts, or even main dishes. Using fruits we have grown has inspired us to learn more about cooking. It's easy and fun!

#### Joining the club is easy:

1. Fill out a [membership form](#) and submit it online.
2. Come to our regular meetings.

In the fall and spring there are also Saturday meetings for club members. During these meetings, we work in the school garden. We grow peaches, raspberries, rhubarb, and other fruits.

### Contact Us

Contact us through e-mail:

[thefruitpursuit#1@valleymiddleschool.edu](mailto:thefruitpursuit#1@valleymiddleschool.edu)



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**5 Read this sentence from the website.**

Jam is made from whole fruit that has been crushed and cooked. It usually has a thicker consistency than jelly.

**The word consistency refers to how jam**

- A smells.
- B feels.
- C heats.
- D lasts.

**6 According to the website, jelly is bright and clear because**

- A the fruit is strained out of it.
- B it is made from the juice of the fruit.
- C water is added to the fruit and sugar.
- D the fruit is cooked until the consistency is thin.

**7 What question is not answered by reading the website?**

- A How long should the thumbprint cookies bake?
- B What kind of topping is used for blueberry buckle?
- C How long will canned fruits remain edible?
- D What kinds of fruits does the club grow?

**Directions** William wrote this report. It may contain mistakes. Read the report and answer Numbers 8 through 18.

### **It's a Secret!**

- 1 During the American Revolution (1775-1783), secrecy was important to the safety of both the British and the American soldiers. In order to maintain this safety, these groups used secret messages to relay information. This was an essential strategy for all involved. These messages often included orders for a person or group of soldiers. Some messages had warnings about the enemy's plans, while other messages revealed a troop's location. Because each side wanted to find an advantage over the other, they both used creative ways to hide their words and their secrets.
- 2 One of the American agents methods involved invisible ink. A person would write what looked like a normal, friendly letter. Then he or she would write a secret message on the letter using a special ink, which was often lemon juice. The juice would dry and could not be seen. The person who received the letter would know whether it contained a secret message. If enemy soldiers were to intercept the letter, they would not notice anything unusual. The receiver would hold the letter over a candle. The heat from the candle would darken the acid in the lemon juice, and then the secret message could be read. George Washington found this process useful, and using invisible ink became a common practice.
- 3 The British, on the other hand, employed another way of sending secrets in an ordinary-looking letter. Sir Henry Clinton was a British cryptographer, a person who encoded and decoded secrets in clever ways. He composed secret messages in letters using a mask system. Clinton wrote letters that looked like ordinary correspondence and sent them to the recipient. Then he sent a second sheet of paper with holes cut in strategic places. This piece of paper was called the mask. When the mask was placed on top of the letter, only the words of the secret message were visible. The remaining words were hidden by the mask. For centuries, people have been trying to think up ways to fool their enemies. Allies used these letters to transmit information secretly to each other. The letter and the mask were delivered separately to prevent enemies from discovering the secret message.
- 4 Both the Americans and the British benefited from secret messages. Leaders talked about actions and good decisions by carefully hiding important information. However, people may never truly understand the impact of these clever messages. After all, it's a secret!

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**8 Which would be the best alternate title for this report?**

- A A New Method of Sending Information
- B Sir Henry Clinton Was a British Cryptographer
- C The Most Effective Way to Conceal Messages
- D Concealed Messages During the American Revolution

**9 Which mode of writing best describes this report?**

- A descriptive and narrative
- B persuasive and narrative
- C descriptive and technical
- D persuasive and technical

**10 Which sentence from the report is the thesis statement?**

- A Some messages had warnings about the enemy's plans, while other messages revealed a troop's location.
- B Because each side wanted to find an advantage over the other side, they both used creative ways to hide their words and their secrets.
- C The British, on the other hand, employed another way of sending secrets in an ordinary-looking letter.
- D George Washington found this process useful, and using invisible ink became a common practice.

**1 1 Read these sentences from Paragraph 2.**

The person who received the letter would know whether it contained a secret message. \_\_\_\_\_, if enemy soldiers were to intercept the letter, they would not notice anything unusual.

**Choose the transition that belongs in the blank.**

- A Because
- B However
- C After all
- D In addition

**1 2 Which sentence best supports the ideas in Paragraph 2?**

- A Writing secret messages was a very unique idea.
- B Friendly letters were often written during this time period.
- C The secret message was often written between the lines on the letter.
- D The most exciting part of the method was revealing the hidden answers.

**1 3 Which sentence from Paragraph 3 is unnecessary?**

- A Sir Henry Clinton was a British cryptographer, a person who encoded and decoded secrets in clever ways.
- B Clinton wrote letters that looked like ordinary correspondence and sent them to the recipient.
- C When the mask was placed on top of the letter, only the words of the secret message were visible.
- D For centuries, people have been trying to think up ways to fool their enemies.

**14 Read this sentence from Paragraph 4.**

Leaders talked about actions and good decisions by carefully hiding important information.

**Which is the best way to make this sentence stronger and more vivid?**

- A Leaders discussed important actions and crucial decisions by skillfully concealing vital information.
- B Leaders chose good actions and decisions by particularly hiding the very important information.
- C Our noble leaders discussed excellent actions as well as pretty good decisions by carefully hiding the very important information.
- D The leaders talked about all the good actions and decisions through carefully hiding the most important information.

**15 Which drawing would be the best illustration to add to this report?**

- A soldiers writing hidden messages
- B a hidden message as seen through a mask
- C groups of soldiers reading letters
- D a special place to hide a letter

**16 William decided to write a report about secrecy during WWI. Choose the most focused research topic.**

- A hidden codes in radio transmissions during WWI
- B concealment in abundance during WWI
- C mysterious happenings during WWI
- D unknown events during WWI



**17 Read the notes William wrote about Sir Henry Clinton.**

Sir Henry Clinton

- I. Hid codes in letters
- II. Utilized the mask system
- III. Had some interesting characteristics
- IV. Made use of separate letter deliveries

**Which note is unrelated and should be omitted?**

- A I
- B II
- C III
- D IV

**18 William is presenting a report on invisible ink to his science class. Which visual image would be the best for him to use during his presentation?**

- A a demonstration of how the process works by writing and then revealing a secret message
- B a virtual tour from a museum display that features messages from the American Revolution
- C portraits of famous people who used this process for messages during the Revolutionary War
- D videos of an expert cryptographer explaining how to write messages with this method

**Directions**     **Read this passage. Then answer Numbers 19 through 25.**

## **Not Everything That Counts**

1     James swiped the paintbrush across his canvas in a single ebony arc before grabbing another brush and dabbing sharp crimson paint splashes onto the scene in front of him. “Yes,” he thought. “It’s almost finished.” James had been busily working for the past week to replicate the photograph that hung on the wall behind Mr. Edgar’s desk of a Spanish courtyard. Mr. Edgar had spoken to James’s class frequently about the enjoyment he felt while in his early twenties spending hours in that courtyard painting the people of Barcelona. That was before he had decided to become an art teacher.



2     Shortly before the dismissal bell rang, Mr. Edgar interrupted the silence with an announcement: “Consider your masterpieces officially finished. The deadline to submit your entries for the Pima County Art Competition is tomorrow, so line up your canvases over here, and I’ll deliver them proudly.”

3     Rushing into action, the class began rapidly moving canvases across the room, folding up wooden easels, sealing paint tubes, washing paintbrushes and quickly putting all the art supplies into the storage closet. James, however, didn’t move. In fact, he didn’t even lift his paintbrush from the canvas. “I haven’t finished; I need more time,” he pleaded.

4     “That’s what Michelangelo said,” Mr. Edgar joked, readily smiling at James. “Never enough time—it’s the artist’s constant frustration. However, deadlines are deadlines.”

5     “This painting must be **perfect**, whether it’s a masterpiece or not,” said James.

6     No doubt about it, James wanted to win, but he hadn’t even started the most significant part. It required vivid details from the photograph his art teacher had treasured for so many years. That scene was the painting James yearned to create: **Memories of Barcelona**.

7 Grudgingly, James had just begun washing his paintbrushes in the sink when the bell rang. Students  
rushed to the cafeteria for lunch. Certainly he wanted to win “Best in Show” again, but it was essential that  
the painting conveyed James’s message of gratitude to his art teacher. The painting would be a thank you  
for Mr. Edgar’s encouragement because his art teacher’s reassurance had given James confidence and  
inspired him to perfect his talent.

8 On his way to the cafeteria, James passed the science lab and saw Mrs. Damon hunched over a  
microscope. She glanced up and greeted James immediately. “Are you ready for our field trip?” she  
inquired.

9 James didn’t respond, which prompted Mrs. Damon to ask, “James, is something bothering you?”

10 For James, Mrs. Damon’s simple question opened the floodgates. “The art competition deadline is  
today. Everybody thinks my painting is great, but I know that it’s incomplete. Mr. Edgar retires next  
month, and I want to give him a gift so he will understand that he influenced my decision to develop my  
talent for painting. I need more time to perfect my work.”

11 Mrs. Damon faced James squarely. “Time can create dilemmas, James. Figuring out where to find time is  
the trick.” Mrs. Damon pointed toward the framed quotation from Albert Einstein hanging on the wall: “Not  
everything that counts can be counted, and not everything that can be counted counts.”

12 “Einstein knew,” she said. “You have to decide what matters most. Only then can you make a sound  
decision about how to solve your problem.” At that moment the bell rang, and the room was suddenly  
crowded with students impatiently ready for the field trip.

13 Throughout the bus ride, James pondered his dilemma. “Should I settle for a painting good enough to  
win or create a painting great enough for Mr. Edgar? What’s more important? Pleasing myself or pleasing Mr.  
Edgar?”

14 When the students stepped off the bus, James’s eyes widened in surprise. Next to the monument stood an  
agave cactus with a single thin stalk that towered fifteen feet high. Adorning the top of the stalk was a lone  
white flower.

15 “An agave lives about twenty years before blooming,” Mrs. Damon explained. “You are witnessing the  
only flower it will ever have.” She paused. “What do you think Einstein would have said about that?”

16 James imagined the entire class silently reciting Mrs. Damon’s favorite words: “Not everything that  
counts can be counted, and not everything that can be counted counts.”

17 When no one responded readily, Mrs. Damon answered her own question. “Einstein might have said  
that time is well spent if you use it for something that matters. So the twenty years the cactus needed to  
produce the flower was a meaningful use of time—for the cactus.”

18 Just then, a tiny grayish-brown cactus wren perched on the agave’s stalk for a few seconds before  
glancing both ways and flitting off. “What do you think matters for a cactus wren?” Mrs. Damon  
questioned.

19 James stared at the spot where the cactus wren had paused. Suddenly, the answer to his problem  
seemed clear: “It depends on what matters most to you.”

*Go On ►*

- 20 He answered the question aloud. “What matters for the cactus wren isn’t the same as what matters for the agave cactus. I mean, the wren is tiny compared to the giant agave. Additionally, the wren’s entire life is only a moment in the lifespan of the agave cactus. While the wren has to move quickly from place to place to thrive, the agave must sit and wait.”
- 21 Mrs. Damon replied. “Very good observation. What matters would be very different for each.”
- 22 During the ride back to school, Mrs. Damon startled James by leaning around her seat and asking, “So, James, what did you learn today?”
- 23 James smiled broadly at Mrs. Damon. “Learn? Let me see. Was Einstein the one who said, ‘Better late than never’?”
- 24 Mrs. Damon smiled back. “No, but I suppose you’ve decided what matters the most for you.”
- 25 The next morning, James arrived at school thirty minutes early to wait for Mr. Edgar. James quickly stood to greet him as he approached the door. “Mr. Edgar, I must withdraw my painting from the competition.”
- 26 Mr. Edgar nodded. “Certainly, James. I won’t ask your reason, but you know it’s a terrific painting, don’t you? You have a good chance of winning.”
- 27 “Yes sir,” James replied, beaming because he knew what Mr. Edgar didn’t know. “But, sometimes not everything that counts **can** be counted.”

**19 Read this sentence from Paragraph 1.**

James had been busily working for the past week to replicate the photograph that hung on the wall behind Mr. Edgar’s desk of a Spanish courtyard.

**What is the meaning of the underlined word in the sentence above?**

- A expand on
- B improve upon
- C make a copy of
- D create substitute for

**20 Read this excerpt from Paragraph 12 of the passage.**

"Einstein knew," she said. "You have to decide what matters most. Only then can you make a sound decision about how to solve your problem."

**Which word is a synonym for the underlined word in this excerpt?**

- A believable
- B healthy
- C secure
- D wise

**21 At first, James was going to enter the painting into the contest because**

- A he wanted to win the competition again.
- B many of his teachers expected him to win.
- C the contest was a requirement of his art class.
- D many of his classmates were entering the contest.

**22 The reader can conclude that Mrs. Damon wants to encourage her students to**

- A think on their own.
- B attend more class trips.
- C conduct scientific experiments.
- D study another famous scientist.

**23 Which is the main idea of the passage?**

- A Getting involved in school activities is important.
- B Learning about artistic techniques is essential.
- C Determining the importance of something differs according to each individual.
- D Completing school projects on time is important for personal success.

- 24 Which dilemma is shared by both Michelangelo and James?
- A Both questioned whether the product was worth all of the effort.
  - B Both pursued unrealistic goals that were ultimately unreachable.
  - C Both struggled to produce the best product under time restraints.
  - D Both allowed the demands of daily life to interfere with end results.
- 25 How would the passage be different if it was written from Mr. Edgar's point of view?
- A Discussing the competition rules would be emphasized.
  - B Predicting the ending of the passage would be much easier.
  - C The reader would be unaware of Mr. Edgar's opinions of the courtyard painting.
  - D The reader would be unaware of James's motives for withdrawing from the contest.

Directions      **Read and answer Numbers 26 through 28.**

**26 Choose the sentence that uses an appositive phrase correctly.**

- A My friend, the smartest person in English class, is helping me study for the test.
- B In the downtown area, there is an increase in parking spaces for shoppers.
- C My sister and I get along extremely well, in spite of the differences between us.
- D Sometimes all of us, even I, wonder if there will be enough time to finish our work.

**27 Which sentence uses correct pronoun-antecedent agreement?**

- A Riley knew the best path, but the other hikers would not follow them.
- B The rules of the committee allow its members to miss one meeting per year.
- C Jenna worked so hard to solve the problem because it personally had much to lose.
- D Some students from the basketball team were unable to open the door, so he missed practice.

**28 Which sentence is written incorrectly?**

- A Looking up the word *home* in several dictionaries was revealing.
- B Finding a first edition of Whitman's *Leaves of Grass* was thrilling.
- C *Figure 8* in the instruction guide provides the most valuable step.
- D Harold enjoys reading the writings of *W. Somerset Maugham*.

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## Part 2

**Directions**     **Read the story and the poem. Then answer Numbers 29 through 33.**

### Mother Hen

- 1        “Vivace? What did that mean?” Peter wondered.
- 2        Often, when visiting his grandparents’ farm, Peter felt like he was in a foreign country. This was one of those times. Grandpa Bruno had been explaining how to release the dairy cattle into the pasture now that spring had finally arrived. Handing Peter a roll of orange plastic tape, Grandpa said, “Tie these flags on the fences every twenty feet or so. The cows will not even see the fences without these flags. The cows are so . . . vivace in the spring!” He snapped his fingers.
- 3        Grandpa had pronounced the word vee-VAH-chay. Peter vowed to look it up later that night.
- 4        This was not the first time Peter needed his Italian dictionary while visiting his grandparents. Just the other day, Grandpa Bruno had started laughing while Peter transferred the chicks, which had outgrown their small pen, into the barnyard.
- 5        “They won’t let me move them!” Peter exclaimed, exasperated because he didn’t know what to do. “They keep running away from me.”
- 6        “A ogni uccello il suo nido è bello,” Grandpa said, chuckling.
- 7        Peter liked the sound of Italian, but he couldn’t understand it well. When Peter looked confused, Grandpa translated.
- 8        “That means ‘each bird believes its own nest is beautiful.’ You remind me of when I was your age, growing up in Italy. I took care of the baby chicks too. One cold night, I discovered that the lights that kept them warm had stopped working. Well, I had to keep them warm, so I picked up a very deep, old basket and two blankets. I used one blanket to line the basket and the other to cover the chicks to keep them warm. The basket provided a cozy and secure nest that didn’t allow the chicks to escape,” Grandpa said.



9 “Did it work?” Peter asked.

10 “Oh yes, it worked, but at first, they were like these chicks, and they wanted to stay in their old, cold nest. Nothing I tried worked. Then I thought, ‘a mother hen does not chase the chicks — they come to her for warmth.’ I held my hand out and waited for the chicks to come to me. I had to learn patience. When I put them in the basket and brought them into the kitchen, they got warm and calmed down. How my parents laughed at me! They called me ‘mother hen’ because the chicks did not want to leave my nest even after the lights were fixed!”

11 Peter thought of the story later as he walked along the fence with the spool of orange tape. He certainly didn’t want the cattle to show him what **vivace** meant, since that didn’t sound good. So every twenty feet he stopped, tore off a half foot of tape, and tied it to the fence.

12 When the gate to the pasture was opened, the cattle gently loped through it. Within moments, however, the remaining cattle began barreling through the tall grass, heading directly toward the wire fence. Dust was everywhere! The memory of Grandpa saying “**vivace**” flashed through Peter’s mind like lightning! The cows were **vivace**, Peter thought — lively, frisky, and wild. It appeared that the cattle had showed him what the word meant. Peter watched in amazement. Where he had put up the orange flags, the cows moved away from the fence.

13 Suddenly three cows ran quickly toward the part of the fence where flags had yet to be placed. The bovines bulldozed through it, snapping the wire fence as if it had been a mere thread.

14 Peter ran toward the cows, but they charged even farther into the plowed field beyond the pasture. He circled around the cows, hoping they would go back through the fence, but they were in a larger field now and ignored the gap they had made.

15 Peter needed a plan. Grandpa was too far away to help, and Peter could not force the cows back through the gap in the fence by himself. Then Peter remembered the story about the chicks. Grandpa had said, “A mother hen does not chase the chicks — they come to her for warmth.” Instead of chasing the cows, Peter decided to wait like a mother hen and let the “chicks” approach him.

Go On ►

16 It made perfect sense. After all, the cows were excited to start their spring grazing and eat the bounteous, green grass in the pasture. Peter saw the main herd calmly grazing on the tall grass in the pasture. In contrast, the three escapees stood on plowed ground where there was no food.

17 “C’mon,” Peter coaxed. He climbed up on the fence and sat there waiting, trying to be patient. Eventually, the three cows came closer. Peter thought about moving behind them to prevent their escape, but he remained quiet. The cows wanted to be in the pasture as much as he wanted them to be there. ‘This pasture is the better nest,’ he thought, so he waited.



18 For about ten minutes, the escaped cows circled the gap in the fence like water slowly circling a drain. Finally, the three strolled through the gap and settled down to eat like the other cows.

19 It took Peter half an hour to fix the fence as best as he could. Afterward, he headed back to the barn. When he arrived there, Grandpa greeted him.

20 “How were the cows?” Grandpa asked.

21 Sometimes Peter thought Italian was the perfect language! He vowed to learn Italian from Grandpa. There was only one word to describe the cows. Peter grinned and said, “Vivace, Grandpa. Definitely vivace.”

# A China Teacup

## My Grandmother Gave Me

Today the teacup sits on my shelf,  
Dreams by itself,  
Reveries<sup>1</sup> of a set for eight  
To which it once belonged.

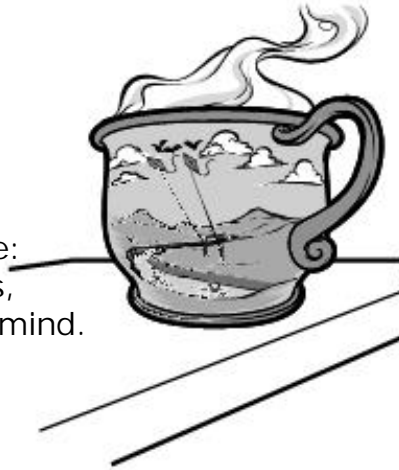
5 Now it remembers and waits alone.

The others have gone,  
One by one,  
Dropped, chipped, cracked.

Before it was ever mine,  
10 I peered at its outer design,  
At the city there in blue glaze:  
Shops, streets, winding ways,  
Even a gate I entered in my mind.

I perched carefully  
15 While for me,  
Grandmother poured hot tea.

From the cup rose swirling steam,  
Which the wind of my breath sent spinning. I  
saw clouds, three seagulls,



<sup>1</sup> **Reveries:** daydreams

- 20 And the kites the children flew  
From the banks of the blue, blue river.  
That cup taught me  
To drink tea  
Gleefully!
- 25 The cup's scene held more life  
Than many places I had been.  
Fish swam in whirls, boats curved with currents,  
Buyers haggled with merchants,  
People rushed, children laughed.
- 30 And Grandmother told  
Of days long ago,  
From childhood.
- Inside the cup, under a blue tree,  
With no hurry, no worry,
- 35 Two people sat, one old, another young,  
At a blue table, under a blue sun,  
And tasted tea  
Just like the tea Grandmother  
Poured for me.
- 40 Grandmother gave me this cup,  
And filled it up  
With memories of us.

**29 Read this sentence from Paragraph 16 of the story.**

After all, the cows were excited to start their spring grazing and eat the bounteous, green grass in the pasture.

**Based on the root of the underlined word, bounteous indicates that the grass is**

- A temporary.
- B noticeable.
- C abundant.
- D nourishing.

**30 The reader can conclude that Grandpa in the story and Grandmother in the poem are alike because both**

- A enjoy sharing stories with their grandchildren.
- B taught their grandchildren about hard work.
- C spent their childhoods in the country.
- D enjoy spending time outdoors.

**31 Complete the analogy based on the poem.**

Boat is to current as kite is to \_\_\_\_\_.

**Choose the word that best completes the analogy.**

- A bird
- B string
- C wind
- D soar

**32 The author wrote the poem to**

- A describe for readers why the teacup is special to the speaker.
- B provide for readers information about the designs on teacups.
- C entertain readers with stories about a grandmother and grandchild.
- D persuade readers to appreciate beauty in the simplest items.

**33 In the story, the reader mostly learns about Peter through**

- A what the author says to describe Peter.
- B what Peter says to his grandfather.
- C what Peter thinks about receiving advice.
- D what Peter does to solve the problem with the cows.

**Directions**     **Darrell wrote this rough draft of a report. It contains mistakes. Read the report and answer Numbers 34 through 43.**

(1) Like the rest of Disney World, Disney’s Animal Kingdom is all about fun. (2) Disney’s Animal Kingdom is all about science too!

(3) The Animal Kingdom brings many wondrous creatures to America, as do many zoos. (4) Unlike zoos, the Animal Kingdom does not cage animals. (5) Instead, some of the animals roam approximately ten thousand acres in settings that are as close to their natural habitat as possible. (6) In fact, many of the animals live much as they would in the wild, which makes the park an animal scientist’s dream.

(7) Every day at the Animal Kingdom, scientists study the animals that live there. (8) Some of the animals, such as giraffes and elephants, are not native to this continent. (9) Other animals, such as the alligator and white-tailed deer, in America can be found.

(10) Dr. Anne Savage, a conservation biologist, had directed these studies. (11) She oversees numerous animal-monitoring projects. (12) In particular, Dr. Savage and a team of scientists collaborate to study the elephants at the Animal Kingdom.

(13) Dr. Savage is learning more about the sounds elephants make. (14) Scientists attach special microphones onto the elephants to record their sounds. (15) Dr. Savage also watches the elephants closely. (16) She hopes she can match their actions with their sounds then determine what the sounds mean.

(17) One thing Dr. Savage has learned is that elephants use sound to locate other elephants. (18) “This,” she says, “allows elephants the opportunity to space themselves appropriately to avoid conflict or move toward a vocalizing elephant in order to investigate what might be of interest.”

(19) Much of what the Animal Kingdom scientists learn about elephants and other animals is beneficial to animals around the world. (20) For example what scientists have learned about keeping Disney giraffes healthy can be applied to giraffes in Africa. (21) Indeed, Disney scientists contribute to animal studies in many other countries, such as Uganda, Cameroon, and the Democratic Republic of the Congo.

(22) Dr. Savage comments that being part of the Animal Kingdom and those studies is very rewarding. (23) For kids who love Disney World and animals, it might be great to work there someday. (24) Someone may find this career idea appealing. (25) If so, the courses to study for this job include math, biology, and psychology. (26) Dr. Savage says good speaking and writing skills are needed as well. (27) The scientists who work at the Animal Kingdom enjoy sharing the discoveries they will make with the public. (28) After all, it is one of the happiest places on Earth!

*Go On ►*



**34 Read Sentence 22.**

Dr. Savage comments that being part of the Animal Kingdom and those studies is very rewarding.

**Which pronoun best replaces the underlined word?**

- A its
- B their
- C they're
- D correct as is

**35 Read Sentence 19.**

Much of what the Animal Kingdom scientists learn about elephants and other animals is beneficial to animals around the world.

**What is the correct way to spell the underlined word in the sentence?**

- A benafishel
- B benifical
- C beneficial
- D correct as is

**36 Read Sentence 27.**

The scientists who work at the Animal Kingdom enjoy sharing the discoveries they will make with the public.

**Choose the correct revision for the underlined words in the sentence.**

- A make
- B were making
- C made
- D will be making

**37 Read Sentence 4.**

Unlike zoos, the Animal Kingdom does not cage animals.

**Choose the sentence that best uses a transitional word or phrase.**

- A Unlike zoos, still, the Animal Kingdom does not cage animals.
- B Unlike zoos, however, the Animal Kingdom does not cage animals.
- C Since it is unlike zoos, the Animal Kingdom does not cage animals.
- D As it is unlike zoos, the Animal Kingdom does not cage animals.

**38 Read Sentence 9.**

Other animals, such as the alligator and white-tailed deer, in America can be found.

**What is the best way to revise this sentence?**

- A In America, other animals can be found, such as the alligator and white-tailed deer.
- B Other animals in America, such as the alligator and white-tailed deer, can be found.
- C In America, can be found other animals, such as the alligator and white-tailed deer.
- D Other animals, such as the alligator and white-tailed deer, can be found in America.

**39 Read Sentence 20.**

For example what scientists have learned about keeping Disney giraffes healthy can be applied to giraffes in Africa.

**Choose the correct revision for the underlined words in the sentence.**

- A For example, what scientists have learned about keeping
- B For example, what scientists have learned, about keeping
- C For example what scientists have learned, about keeping
- D For example what scientists, have learned about keeping,

**40 Read Sentences 24 and 25.**

Someone may find this career idea appealing. If so, the courses to study for this job include math, biology, and psychology.

**What is the best way to combine these sentences?**

- A Finding this career idea appealing, the courses for someone to study for this job include math, biology, and psychology.
- B Someone may find this career idea appealing and if so; the courses to study for this job include math, biology, and psychology.
- C If someone finds this career idea appealing, the courses to study for this job include math, biology, and psychology.
- D The courses to study for this job, for someone who may find this career idea appealing, include math, biology, and psychology.

**41 Read Sentence 16.**

She hopes she can match their actions with their sounds then determine what the sounds mean.

**What is the best way to correct this run-on sentence?**

- A She hopes she can match their actions with their sounds; then determine what the sounds mean.
- B She hopes she can match their actions with their sounds. Then determine what the sounds mean.
- C She hopes she can match their actions with their sounds and then determine what the sounds mean.
- D correct as is

*Go On ►*

**42 Read Sentence 10.**

Dr. Anne Savage, a conservation biologist, had directed these studies.

**Choose the revision of this sentence that uses a gerund phrase.**

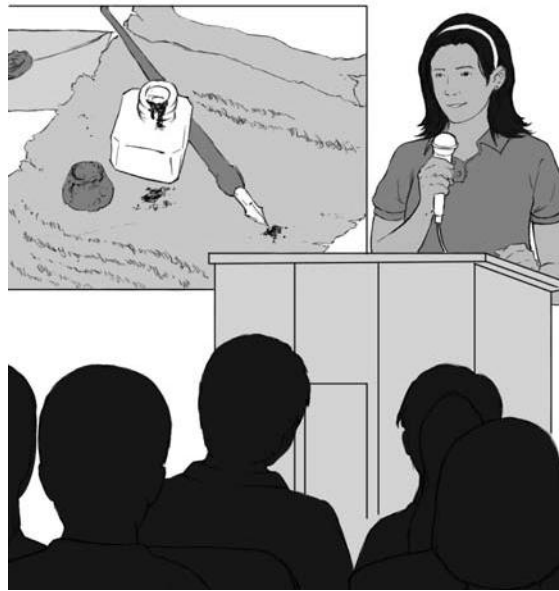
- A Dr. Anne Savage, a conservation biologist, has been selected to direct these studies.
- B Directing these studies is a conservation biologist named Dr. Anne Savage.
- C A conservation biologist named Dr. Anne Savage is directing these studies.
- D Chosen to direct these studies is a conservation biologist named Dr. Anne Savage.

**43 What is the best title for this report?**

- A Elephants Use Sounds to Speak
- B Curious Creatures of the Animal Kingdom
- C Animals Studies around the World
- D Science Is at Work in Kingdom Known for Fun

**Directions** Dawn gave this speech. Read the speech and answer Numbers 44 through 50.

## Write a Letter!



- 1 When was the last time you actually wrote a letter? Chances are, it has been awhile. Maybe you have never mailed a letter. United States Postal Service statistics show that the number of letters Americans mail has declined dramatically since 2002. Americans now mail fewer letters despite the fact that the population has grown. The trend in mailing less correspondence is likely to continue.
- 2 There are probably many reasons why people mail fewer letters today than in previous decades. It is my belief, though, that widespread use of e-mail and cheaper long-distance calling make letter writing less appealing. More and more people prefer to communicate instantly rather than completing all the tasks necessary to mail a letter: write the letter by hand, seal it in an envelope, apply a postage stamp, and drop the letter into a mailbox. Using newer forms of communication is certainly easier than writing and mailing a letter. However, I think that always substituting e-mail or phone calls for handwritten letters is a poor choice.
- 3 Consider how we use the newer forms of communication. Both phone calls and e-mail are quick and easy ways to keep in touch with our friends and families. Phone calls are a great way to hear a person's voice immediately and have an instant conversation. The truth about phone conversations is that the majority of them are brief and often not memorable. I think that the most important drawback with phone calls is that we can't save and print them. However, reading our letters again and again can help us feel close to the people who sent them.

*Go On ►*

- 4 Like phone calls, e-mails provide a fast way to communicate with friends and family. It is easy to write a quick note on the computer. In response, the receiver of the note may type in a few casual comments. The entire exchange may not take more than a minute or two. While sending and receiving e-mail is a speedy way to communicate, it is a poor substitute for meaningful conversation.
- 5 Although letters take longer to write and mail, they are certainly a more memorable way to communicate. Much thought is involved in composing a letter. Once the ideas are organized, the words need to be written down on paper. The effort to put ideas on a page frequently deepens our thinking. Writing a letter is sort of a conversation with ourselves; we learn about our own thoughts as we express them. The person who receives our letter gains insights about our beliefs, rather than simply receiving a short response to an e-mail. People often save handwritten letters for many years. The shelf life<sup>1</sup> of a letter potentially exceeds that of an e-mail.
- 6 As a matter of fact, some letters written by presidents and other world leaders have been carefully preserved. These letters have provided additional details about famous historic events. Letters by Abraham Lincoln, Mark Twain, and Napoleon, among others, have even been published. In some cases, the letters also give us a glimpse into the daily lives of these famous people. Additionally, letters can provide greater understanding of the characters and thoughts of the writers.
- 7 We may think that because we are not famous, others will not be interested in reading our letters. I disagree. My grandmother recently showed me some letters my great-grandfather wrote to his family while he served in World War II. It was fascinating to read them. My grandmother and her brother had told me many stories about their father, and I knew that he was famous for telling very funny jokes. Through reading his letters, though, I began to realize that he was also a thoughtful man who missed his family very much while he was away from home. My great-grandfather was not famous, but because his letters were saved, new generations of my family can learn about him. Letters are wonderful treasures that allow a reader to gain new appreciation for the person who wrote them.
- 8 Although phone calls and e-mails are important forms of communication, I believe that we should all take the time to master the skill of writing a good letter. Then we need to make a habit of writing letters — often. True, writing a letter does take more time than typing a quick e-mail or picking up the telephone, but that is the benefit of a letter. By taking more time to compose our thoughts, we become more thoughtful. In doing so, we create more than just a note. We create a meaningful memory that the recipient can return to again and again. Letters last forever!

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<sup>1</sup>**shelf life:** the length of time that an object lasts



44 Read this sentence from Paragraph 3.

I think that the most important drawback with phone calls is that we can't save and print them.

What does the underlined word mean in this sentence?

- A puzzle
- B error
- C problem
- D trap

*Go On ►*



**45 Which sentence from the speech is the thesis statement?**

- A There are probably many reasons why people mail fewer letters today than in previous decades.
- B It is my belief, though, that widespread use of e-mail and cheaper long-distance calling make letter writing less appealing.
- C We may think that because we are not famous, others will not be interested in reading our letters.
- D Although phone calls and e-mails are important forms of communication, I believe that we should all take the time to master the skill of writing a good letter.

**46 In order to engage the audience during her speech, it is most important for Dawn to**

- A maintain a serious expression.
- B focus on the content of her notes.
- C adjust her speaking rate as needed.
- D gaze at one section of the audience.

**47 To develop this speech, Dawn works with a group of students who help each other brainstorm ideas for their speeches and practice presenting them. In order for the group to brainstorm productively, it is most important for them to**

- A seek consensus on the ideas to use in their speeches.
- B gain the floor for sharing speech ideas in an orderly way.
- C research ideas for the speeches of other group members.
- D assign one group member to record the ideas for each speech.

- 48 While practicing speeches in their group, Dawn has to make sure each student has the opportunity to practice on several occasions before the speeches are due. Her role is best described as the
- A timekeeper.
  - B reporter.
  - C recorder.
  - D leader.
- 49 Which statement is a critique of the speech?
- A According to the speaker, writing letters reveals more about the character of the writer than e-mails.
  - B The speaker should have presented more facts about modern forms of communication.
  - C One benefit of writing letters is that letters can last a long time if they are preserved correctly.
  - D The use of faster forms of communication is to blame for the recent decline in letter writing.
- 50 Which sentence from the speech is a fact?
- A It is easy to write a quick note on the computer.
  - B My grandmother recently showed me some letters my great-grandfather wrote to his family while he served in World War II.
  - C It was fascinating to read them.
  - D True, writing a letter does take more time than typing a quick e-mail or picking up the telephone, but that is the benefit of a letter.

**Directions**      **Read and answer Numbers 12 through 57.**

**51**    **In an organized group, which member is responsible for conducting research?**

- A   the leader
- B   the reporter
- C   the timekeeper
- D   the information gatherer

**52**    **The school needs student volunteers for a fundraiser. Which of these would be the best method for gaining volunteers?**

- A   a sign-up booth in the cafeteria
- B   an article in the student newspaper
- C   fliers sent to the first period teachers
- D   posters put up in the school hallways

**53**    **Read this sentence.**

In the short story "The Echoes of a Seaside Summer," Shirley James, the President of a Janesville book club, lives in an old, Victorian house where the club members have highly comical discussions about the bestsellers they read.

**Which underlined word should not be capitalized?**

- A   Seaside
- B   President
- C   Janesville
- D   Victorian

**54 Read this draft of a report about life in tidal pools.**

1. On the one side is land, and on the other side is the sea. In between these realms are the tidal pools, rocky, sandy areas that are alternately wet and dry as the tide comes in or goes out. Living in this sandy band between earth and sea are special creatures that call the tidal pools home.

2. Life in the tidal pools is difficult, as the waves constantly pound the area. Some of the plants and animals survive in this environment by hanging on or digging in. Barnacles attach themselves to rocks with a special glue, while mussels send special cords into the sand to stay in one place.

3. Why would so many creatures want to live in tidal pools? After all, the environment is inhospitable and even dangerous. According to scientists, tidal pools have many advantages, such as providing rich sources of food and a high oxygen level. Both are due, in part, to the actions of the waves, which make the tidal pools both challenging and rewarding places to live.

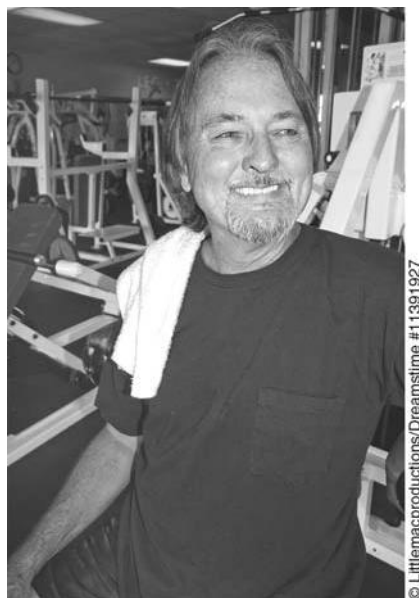
4. Others take shelter among the rocks only when needed. Among these are many species of crabs. A good example of this is the Porcelain Crab, which is very flat and can slide under rocks to find safety from crashing waves or hungry predators. Some rocks may shelter hundreds of these little creatures.

**Choose the most logical order for the paragraphs in this report.**

- A 1, 2, 4, 3
- B 1, 4, 3, 2
- C 4, 2, 3, 1
- D 2, 4, 1, 3

*Go On ►*

55 Look at the photograph.



What can the reader best conclude about the man in the photograph?

- A He is a professional trainer.
- B He is the owner of the gym.
- C He enjoys exercising in the gym.
- D He is more fit than many other people.

56 Look at the photograph.



A state park wants to use this photo in a brochure. What message is the park most likely trying to communicate with this photograph?

- A The park is a place of natural beauty.
- B The park is most beautiful in the fall.
- C The park is a place for people of all ages.
- D The park is known for moths and butterflies.

57 Choose the sentence that uses the underlined word correctly.

- A Its six o'clock and time to close Scofield District's annual craft sale.
- B Its obvious that we need more help to complete this project on time.
- C Mary's Bakeshop advertises it's blueberry muffins every Friday.
- D Sometimes it's necessary for us to help each other.

DO NOT  
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ON THIS  
PAGE

# Reading and Language Arts

## Answer Key

Quest #	Answer	SPI
1	C	1.19
2	A	5.5
3	B	8.7
4	D	8.8
5	B	1.19
6	B	5.3
7	C	6.1
8	D	3.10
9	C	3.11
10	B	3.3
11	B	3.5
12	D	3.6
13	D	3.7
14	A	3.8
15	B	3.9
16	A	4.1
17	C	4.5
18	A	7.1
19	C	1.16
20	D	1.17
21	A	5.3
22	A	5.9
23	C	6.2
24	C	8.11
25	D	8.3

Quest #	Answer	SPI
26	A	1.10
27	B	1.11
28	D	1.15
29	C	1.16
30	A	5.9
31	C	5.5
32	A	8.14
33	D	8.6
34	A	1.1
35	C	1.12
36	A	1.2
37	B	1.4
38	D	1.5
39	A	1.6
40	C	1.7
41	C	1.8
42	B	1.9
43	D	3.10
44	C	1.19
45	D	2.3
46	C	2.4
47	B	2.7
48	A	2.8
49	B	2.9
50	B	5.2

[illegible]





Tennessee Comprehensive Assessment Program  
Achievement Test ~ Grade 8  
Practice Test  
Version B



